קורס הכנה לבגרות באנגלית 5 יחידות לתלמידי תיכון

פרק 16

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Module G – Driver, Switch Off That Phone:

ACCESS TO INFORMATION FROM WRITTEN TEXTS

הבנת הנקרא

קרא את הקטע שלפניך וענה על השאלות 1-5.

Read the text below and then answer questions 1-5.

DRIVER, SWITCH OFF THAT PHONE!

It is a well-known fact that using hand-held cellular phones while driving is unsafe, and many states in the USA have laws forbidding the practice. However, a study by the American National Safety Council (NSC) suggests that these laws are inadequate. According to the study, the use of any cellular phone – whether hand-held or hand-free distracts drivers and impairs their ability to make decisions.

The 64 participants in the study were asked to perform specific tasks while driving: switching radio stations, listening to music, changing a CD, talking on a hand-held phone, and talking on a hand-free phone. As the participants performed each task, researchers measured the time it took them to brake or stop the car. It was found that when the drivers used a cellular phone, their response times were dramatically longer than when they performed the other tasks. In fact, most of them were late in braking for a red light, and some even missed it entirely. No difference was found in response time for either type of cellular phone

The NSC study did not try to link the use of cellular phones to traffic accidents, but a later study, by the Traffic Safety Administration (TSA), did precisely that. Says a TSA official, "We found that about 25% of all car accidents can be attributed to the distraction caused by cell phones. This is an amazing figure, because our statistics show that only 3% of all drivers in the USA are talking on cell phones at any given time".

The problem is likely to get worse. The Cellular Telecommunication Association (CTA) estimates that today there are more than 80 million cellular phone users in the USA, by 2005, the figure is expected to double. To meet that challenge, the CTA is already running national driver education programs – Says instructor Ted Jones, "Among other things, we teach drivers to recognize when they can operate a cell phone with minimal risk".

"We've asked lawmakers to consider changing the existing laws on the use of cell phones in cars", says Alan McMillan, president of the NSC. "But apart from that, I appeal to drivers: road safety is also in your hands. Therefore, I urge you all to think twice before using cell phones on the road".

ענה באנגלית על השאלות 1-5 על פי הקטע שקראת ועל פי ההוראות בשאלות.

Answer questions 1-5 in English according to the text and the instructions.

Questions:

1) Complete the sentence.
According to lines 1-5, the laws today are inadequate because they ……
……..…… .

2) Complete the sentence.
We can understand from lines 6-13 that the purpose of the NSC study was to find out how …….. .

3) The findings of the NSC study (-) the findings of the TSA study.
i. are based on.
ii. may explain.
iii. contradict.
iv. are an example of.

4) According to the TSA official, what is "amazing" (line 21) about the figure?
i. Most drivers cause relatively few accidents.
ii. Drivers using cellular phones cause most accidents.
iii. Only 3% of cellular phone users cause accidents.
iv. Relatively few drivers cause many accidents.

5) COMPLETE THE SENTENCE.
The CTA is trying to improve road safety by …… and the NSC thinks that the legislation …….. in order to achieve this goal.

Module G – E - Learning:

ACCESS TO INFORMATION FROM WRITTEN TEXTS

הבנת הנקרא

קרא את הקטע שלפניך וענה על השאלות 1-5.

Read the text below and then answer questions 1-5.

E - LEARNING: WORKING ON WHAT WORKS BEST

by Ulrich Boser

When Fran McCall decided to pursue a university degree at age 44, one consideration was uppermost in her mind: As a working mother, she needed a flexible framework that would fit in with her busy schedule. Since a classroom environment was not a priority she opted for e-learning - education via the Internet.

McCall is just one of the students driving the phenomenal growth of online education. Enrollment in online courses has shot up by almost 20 percent this year, and there is widespread belief among experts that in three years' time e-learners will outnumber students in traditional classes. Currently, however, dropout rates are significantly higher for online students. Which leads to the question: Where, exactly, is the snag?

In the beginning – a mere decade ago – wide-eyed proclamations were made about how the Internet would change the nature of education. Star lecturers, the theory ran, would create lessons which could be accessed via the Internet, reaching thousands of e-learners and rendering the conventional classroom obsolete. It never happened. E-courses with little or no personal interaction – sometimes just the contents of books plonked onto websites – sent dropout rates soaring. Traditional universities quickly dropped their online courses, while new online colleges went bankrupt.

Realizing that active participation is often crucial to student satisfaction, many institutions are currently experimenting with ways to transfer it to the computer screen. Obviously, creating discussion-heavy courses online takes more than simply arranging a few virtual chairs in a circle. Some schools are boosting participation by lowering their class size or having small groups of students collaborate on research projects. Others ensure there's always someone online for struggling students to turn to. New York-based Mercy College, for example, has recently instituted Wizards, a program of online assistance in which college graduates are paid to answer e-mails and tutor students. Results have been encouraging: Wizards-assisted students are receiving

higher grade averages than their peers.

Yet another strategy is to exploit the medium's unique potential for innovation. Prof. Carol Fenton of Virginia Tech and her colleagues at the math department have devised a pioneering interactive e-course which enables first-year students to choose from several learning formats. Follow-up studies show a dramatic rise in students' exam scores after implementation of the program.

Not all e-learners see the need for such efforts. For Ben Turner, 33, now half a year away from an online degree in economics, it's the intellectual challenge that counts. “The extensive writing required in online courses forces you to develop your arguments to the full", he explains. "You reflect on what you're writing before you post it, and reflecting is what good learning has always been about".

This, then, is perhaps online education's biggest irony: Even with the best technology, it will always need to rely on the basics to be effective.

(Adapted from "Distance Education: Working on What Works Best", by Ulrich Boser, USNews Online, October 20, 2003)

ענה באנגלית על השאלות 1-5 על פי הקטע שקראת ועל פי ההוראות בשאלות.

Answer questions 1-5 in English according to the text and the instructions.

Questions:

1) What is happening in online education today?
Summarize the process described in lines 5-16.
COMPLETE ITEMS (a) AND (c) BELOW.
(a) Many people …… .
(b) They find little personal interaction.
(c) Consequently, many of them ……..…… .

2) Which of the following is a suitable title for lines 10-16?

i. Past and future.
ii. Expectations and Reality.
iii. Profit and Loss.
iv. Leaders and Followers.

3) What is the main subject of lines 20-29?

i. Why online education will never replace traditional education.
ii. Why online education is as effective as traditional education.
iii. What new technologies are needed to improve online education.
iv. What is being done in order to improve online education.

4) Give ONE example of online education relying on "the basics" (line 38).
Take the example from the article.
ANSWER: …… .

5) Would Fran McCall agree or disagree with people who see a need for a change in online education? Justify your answer by paraphrasing information from the article.
COMPLETE THE SENTENCE.
She would probably …… with them because she ……
…….. .

Module G – I'll Do It Tomorrow:

PART I: ACCESS TO INFORMATION FROM WRITTEN TEXTS (60 points)

חלק ראשון: הבנת הנקרא (60 נקודות)
קרא את הקטע שלפניך וענה על השאלות 1-6.

Read the article below and then answer questions 1-6.

I'LL DO IT TOMORROW

There is a term for people who never do anything on time. They are called "chronic procrastinators", the psychological term for individuals who habitually put things off – until tomorrow, or next week, or whenever. And as researchers from around the world are finding out, procrastination is much more prevalent – and much more puzzling – than you might imagine.

There is nothing unusual about putting off a task. Procrastination, however, isn't about setting priorities, as most people do when choosing to perform one task while temporarily postponing another. Nor is it about setting aside a task from time to time in order to enjoy immediate pleasures, like ice cream or a movie. In other words, for chronic procrastinators putting off a task is not a rational or occasional act, it is a way of life in which little or nothing gets done on time, if at all.

The study of procrastination was, appropriately enough, a late development in the field of psychology. When scientists eventually began looking into the behavior in the 1980s, they discovered that about twenty per cent of adults, regardless of gender or nationality, are chronic procrastinators. Since then, psychologists have produced diverse theories about the phenomenon. Joseph Ferrari, a psychology professor at DePaul University, for example, suspects that habitual dawdlers delay tasks in order to enjoy the thrill of working under pressure. Other researchers believe the behavior may stem from the fear of failure. Still others are investigating whether procrastination arises from the inability to control impulses. Each of the conflicting theories seems to explain some cases of procrastination, but so far no single theory has managed to explain them all.

While some experts are searching for the causes of procrastination, others are concerned with its effects. Surveys of university students have shown that procrastination is clearly associated with personal inefficiency. Moreover, it may lead to cheating and plagiarism, which is especially worrying to university authorities, since nearly seventy per cent of the students describe themselves as procrastinators.

In an attempt to cope with the phenomenon, many universities have set up special workshops to help students kick the habit. Larry Simpson, a counselor at a workshop at York University in Toronto, has participants analyze their behavior patterns in order to change them. In group sessions, he discusses the importance of studying even when one is not in the mood, and of setting aside a regular place to do it.

For reasons not yet known, this program hasn't proven entirely effective, nor have the approaches adopted by other universities. While some participants become more confident and efficient, others experience only temporary improvement. And not surprisingly, one in four students arrives late for the sessions or attends them sporadically. But Mr. Simpson, for one, understands. He is a chronic procrastinator himself.

(Adapted from "Tomorrow, I Love Ya!" *The Chronicle of Higher Education*, Vol. 52, Issue 16, December 9, 2005)

ענה באנגלית על השאלות 1-6 על פי הקטע שקראת.
בשאלה 5 הקף במעגל את מספר התשובה הנכונה.
בשאר השאלות ענה על פי ההוראות.

Answer questions 1-6 in English according to the article.
In question 5, circle the number of the correct answer.
In the other questions follow the instructions.

Questions:

1) COMPLETE THE SENTENCE.
The writer's purpose in the first two paragraphs (lines 1-11) is to ……..
…… .

(6 points)

2) Give one similarity and one difference between chronic procrastinators and the general population. (lines 6-11)
COMPLETE THE SENTENCE.
Similarity: All people, including chronic procrastinators, ……..
……. .
Difference: Chronic procrastinators ……
……. .

(2x7=14 points)

3) What are all the researchers mentioned in lines 15-22 trying to find out?
ANSWER: …… .

(9 points)

4) What information about procrastination is given in lines 12-27?
PUT A (V) BY THE TWO CORRECT ANSWER.

i. How it can be controlled. ……
ii. How common it is. ……
iii. Which theory about it is correct. ……
iv. At what age it begins. ……
v. How it develops over time. ……
vi. What consequences it can have. ……

(2x7=14 points)

5) What is the connection between the fourth paragraph (lines 23-27) and the fifth paragraph (lines 28-32)?

i. The fourth presents a situation, the fifth gives its causes.
ii. The fourth presents a study, the fifth summarizes the results.
iii. The fourth presents a problem, the fifth presents a possible solution.
iv. The fourth presents a theory, the fifth presents evidence to prove it.

(8 points)

6) In line 4, the writer describes procrastination as "puzzling". Copy a sentence or a phrase from lines 12-38 which justifies this description.

ANSWER: …… .

(9 points)

PART II: WRITTEN PRESENTATION (40 points)

חלק שני: הצגה בכתב (40 נקודות)

כתוב 120-140 מילים באנגלית על הנושא הבא.

Write 120-140 words in English on the following topic.

A teen magazine has asked readers to write on the following topic:
Some people prefer to work or study in teams, others prefer to do so on their own.
In your opinion, which is preferable, and why?

Write a passage for the magazine, stating and explaining your opinion.
Present advantages and / or disadvantages of one or both ways of working or studying.
You may support your arguments with examples from your own experience and / or that of others.
Use this page for writing a rough draft.

Module G – Pursuit of Happiness:

PART I: ACCESS TO INFORMATION FROM WRITTEN TEXTS (60 points)

חלק ראשון: הבנת הנקרא (60 נקודות)
קרא את הקטע שלפניך וענה על השאלות 1-5.

Read the text below and then answer questions 1-5.

PSYCHOLOGISTS TAKE UP THE PURSUIT OF HAPPINESS

Aristotle said it was the reward of an active life lived with sweet reason. Sigmund Freud said it was mostly a matter of work and love. Charles Schulz, the cartoonist-philosopher, claimed it was really a warm puppy. So just what is this thing called happiness? For centuries, people were too busy pursuing it to spend much time analyzing it. Now, a pioneering band of researchers has finally bagged the elusive quarry – at least taken its measure. Using such sophisticated new tools as the five-item Life Satisfaction Scale and the seven-point Delighted-Terrible Scale ("On a scale of one to seven, how do you feel about your life?"), social psychologists have plumbed the heart of happiness. And their answer to the age-old mystery is that it all depends.

Happiness, that is, depends on what makes you feel happy, which is why psychologists often call it "subjective well-being". But from studies of various age and population groups in the United States and abroad, they have reached some objective conclusions about the makings of happiness. What comes up consistently at the top of the charts is not, as many might expect, success, youth, good looks or any of those enviable assets. The clear winner is relationships. Close ones. Followed by happy marriage. Next comes religious faith, of almost any kind. "Supportive, intimate connections with other people seem tremendously important", says psychologist David Myers, whose "The Pursuit of Happiness" is one of a cluster of recent books in the field. Using simple survey questions, Myers found that the least happy people are those in unhappy marriages. Happiest are those who are married to their best friend. "If you can say that", says Myers, "chances are you've described not just your marriage but your whole life as happy".

It turns out that a lot of people are happy about a lot of things. Life may be nasty and short, but more people register on the high side of the Life Satisfaction Scale than the low side. The scale, designed in its current form by University of Illinois psychologist Ed Diener, asks among other things: "Have you gotten the most important things you wanted in life?" Contentment seems steadier in the United States than elsewhere, but

it's surprisingly prevalent throughout the Western world. "In most studies people report they feel predominantly pleasant emotions three fourths of the time and unpleasant ones a fourth of the time", he says.

A wild card in all this is the influence of genes. Studies of twins and adopted children have shown that some people are just born happy, although environment can shape personality too. That's one reason why factors like health, wealth and education come up relatively weak on the scales. "They seem to be overridden by temperament", says Diener. Another reason is adaptability, win the lottery and your happiness leaps. But a year later you're only marginally happier than before the windfall. "Major events lose their impact over time", says University of London psychologist Michael Eysenck. "You adjust your life style and your expectations".

Eysenck links the study of happiness to preventive medicine. "We should do whatever we can to keep people in a positive emotional state to begin with", he says. But he sometimes has trouble applying his own medicine. He conducts his work on a shoestring because research grants remain desperately hard to get. "It does rather depress me", Eysenck admits.

ענה באנגלית על השאלות 1-5 על פי הקטע שקראת ועל פי ההוראות בשאלות.

Answer questions 1-5 in English according to the text and the instructions.

Questions:

1) According to lines 1-10, Put an (X) by the TWO correct answers.

i. people have always been looking for happiness.
ii. people have spent much time analyzing happiness.
iii. researchers have finally found the definition of happiness.
iv. psychologists claim that there isn't just one definition of happiness.
v. psychologists have found that happiness depends on how people feel about their lives.
vi. people spend too much time looking for happiness.

(18 points)

2) Which of the following is a suitable title for lines 11-24?

i. What Makes People Happy?
ii. What Is Happiness?
iii. Who Are the Happiest People in the World?
iv. Happiness and Relationships.

(8 points)

3) Complete the sentence, according to lines 25-33.

The writer of the article didn't expect people ……..
……...…. .

(9 points)

4) Complete the sentence.

Winning the lottery (line 39) is an example of how happiness …….……..
……...…. .

(9 points)

5) The words "It does rather depress me" express.

i. irony.
ii. despair.
iii. frustration.
iv. pessimism.

Explain your answer.

……..

…… .

(16 points)

Module G – A Web of Addiction:

ACCESS TO INFORMATION FROM WRITTEN TEXTS

הבנת הנקרא

קרא את הקטע שלפניך וענה על השאלות 1-4.

Read the text below and then answer questions 1-4.

A WEB OF ADDICTION

by Eric Metcalf

As she looks back, Janice can't believe that she and her husband, Steven, didn't figure out sooner what was wrong with their 13-year-old son. Now, she feels guilty. Kevin had always been a happy, sociable child who earned good grades. Now he was growing more emotional and exhausted by the day. The Northern California couple (who asked us not to print their last name) took their son to a psychiatrist and a sleep-study center, but nothing helped. Kevin claimed to be too sick to go to school so many mornings that he missed most of eighth grade.

Janice, a nurse with a technical-writing background, and Steven, a software engineer, eventually discovered the problem: Kevin was spending 18 hours a day on one of the eight computers the family had scattered throughout the house. And he spent the bulk of that time playing an online game, fighting monsters, gathering equipment and rising to much-coveted higher experience levels. "It became an addiction", Janice says.

David Greenfield, Ph.D., a clinical psychologist in West Hartford, Connecticut, has no doubt that Internet addiction is a real problem. The founder of the Center for Internet Studies, Greenfield, cites a study of more than 17,000 users that suggests about 6 percent of all people with access to the Internet develop an addiction to it. That figure is even higher for kids and teens.

Like other substances and behaviors that can be addictive, such as drugs or even exercise, the Internet has the potential to alter a person's brain chemistry when he uses it, Greenfield says. When someone gets caught up in the thrill of winning an auction, for example, or conquering opponents in an online game, the pulse quickens and the brain is flooded with pleasure-inducing chemicals. But just as users can become hooked on the physical rush of certain activities, they also can develop a tolerance, requiring more time online to get the same good feelings. And they can go through withdrawal if they lose their access. Greenfield relies on two criteria to help determine

whether people are addicted to the Internet: They use it on a regular basis to alter their mood or consciousness, or it interferes with their life in any way.

Kimberly Young, Ph.D., a psychologist in Bradford, Pennsylvania, and executive director of the Center for On-Line Addiction, has also heard tales of excess. "When kids become consumed, the problem often goes undetected because those same kids tend to be the most technologically savvy members of the household", says Young, author of Tangled in the Web. "The Internet didn't exist when the parents were kids, so today's teens have a greater ability to hide their access - and access information that they should not".

ענה באנגלית על השאלות 1-4 על פי הקטע שקראת ועל פי ההוראות בשאלות.

Answer questions 1-4 in English according to the text and the instructions.

Questions:

1) Complete the sentence.
Janice "feels guilty" (line 2) because she and her husband should and should not
……...…. .

2) What are we told in lines 20-30?
Put an (X) by the TWO correct answers.

i. Using the Internet can cause physical damage. ……
ii. The Internet can be as addictive as drugs. ……
iii. The more people are online, the more good feelings they get. ……
iv. The more some people get used to the Internet, the more time they have an urge to surf. ……
v. People who lose access to the Internet go through withdrawal. ……
vi. According to Greenfield, using the Internet regularly might be a sign of addiction. ……

3) According to the article, a person would stop being addicted to the Internet if
……...…. .

4) Circle the correct answer.
Kevin's story reinforces Kimberly Young's claims. YES / NO
why? ……...…. .